DOCUMENT RESUME

ED 121 205 HE 007 654

TITLE	Innovative Graduate Programs Directory. August 1975.
INSTITUTION	State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE	Aug 75
NOTE	108p.
AVAILABLE FROM	Learning Resources Center, Empire State College, Saratoga Springs, New York 12866 ($3.25)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Colleges; Degree Requirements; *Directories; Doctoral Programs; *Educational Innovation; *Graduate Study; Guides; *Higher Education; Indexes (Locaters); *School Surveys; Special Degree Programs; Universities

ABSTRACT

Forty-eight colleges and universities and their 140 degree programs are described in a compilation derived from catalogs, task force reports, and other sources. Criteria identified as necessary for establishment of an innovative graduate program include: significant student participation in degree program planning; abolition of formal residency requirements; accreditation of prior learning experiences; wide use of internships, work-study, practicums, etc.; emphasis on independent, individualized study; commitment to interdisciplinary/interdepartmental programs; generally liberalized grading and degree requirements; and/or a noticeable shift from studies in traditional academic disciplines to more career-oriented, public service type programs. Schools are listed in alphabetical order, and a subject index is included that lists each graduate program field. (LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121205

learning resources center

INNOVATIVE GRADUATE PROGRAMS DIRECTORY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Empire State College

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EMPIRE STATE COLLEGE
Saratoga Springs,
New York 12866
587-2100

HE 007 654

INNOVATIVE GRADUATE PROGRAMS DIRECTORY

August, 1975

Learning Resources Center
Empire State College, S.U.N.Y.
Saratoga Springs, New York 12866

ESC Order No. 01-00-63.

Copyright © 1975 by State University of New York
All Rights Reserved

INTRODUCTION

According to a recent report by the Empire State College Office of Research and Evaluation,* 84% of ESC students surveyed would welcome the establishment of a graduate program at ESC. Information about existing innovative graduate programs has always been of great interest to mentors and their students. Although there is a plethora of publications on educational institutions, it has not yet produced a single comprehensive source of viable innovative graduate programs. Take heart, the Dark Ages have passed. This fresh compilation, culled from catalogs, task force reports, and other scattered sources, represents a first, if feeble, attempt to assemble a handy guide on this subject. We are certain that the following list of 48 colleges and universities and their 140 degree programs is probably incomplete and replete with outdated descriptions; therefore we solicit the reader's aid in correcting these deficiencies. If you have any additions, suggested deletions or more detailed descriptions of programs, kindly address them to the Learning Resources Center. We will use your input to periodically update this directory.

Doubtless there exist many criteria for granting innovative graduate status to existing programs, as you will see by those mentioned in this report. One must also realize that in many cases the designation "innovative" has been accepted on faith alone. Most innovative graduate programs exhibit one or more of the following characteristics:

1. significant student participation in degree program planning
2. abolition of formal residency requirements
3. accreditation of prior learning experiences
4. wider use of internships, work-study, practicums, etc.
5. emphasis on independent, individualized study
6. commitment to interdisciplinary/interdepartmental programs
7. generally liberalized grading and degree requirements
8. a noticeable shift from studies in traditional academic disciplines to more career-oriented, public service type programs

While a few schools -- most notably Antioch, Goddard, Nova and Walden -- may be termed totally innovative, the vast majority of schools listed have incorporated one or more of the aforementioned attributes while maintaining most of the traditional steps/obstacles to a graduate degree, such as course and residency requirements, comprehensive exams and dissertations. The inquiring student must remain the final arbiter in determining whether or not the school's degree of innovativeness satisfies his/her needs.

---

*Timothy Lehmann, Success After Graduation, A Study of the Baccalaureate Graduates of Empire State College, Office of Research and Evaluation, Empire State College, September, 1974, p. 25.

It is apparent that the number of innovative graduate programs has not kept pace with the experimental undergraduate explosion of the past decade. Many of the latter involve the entire college, while most graduate innovations involve but a few departments. The burgeoning number of graduates seeking non-traditional graduate programs should assist institutional reformers in the removal of unnecessary obstacles and their replacement with meaningful alternatives for continued intellectual, professional, and personal growth at the graduate level.

We would like to thank the Educational Testing Service, the NEXUS information service of the American Association of Higher Education, the authors of the newly published Guide to Alternative Colleges and Universities and each of the schools who shared their information with us. Thanks also to Judi Duke and Sarah Braveman for their patience, good cheer and splendid typing.

Trusting that this Directory will provide a short term solution to some of your counseling problems, we urge you to share your thoughts and suggestions with us. You will find the schools listed in alphabetical order, with no more than one school per page. A Subject Index is also included, which lists each graduate program field and identifies the school(s) where it is offered.

Prepared by Frank J. Rader and Marilyn A. Huber

June, 1975

INNOVATIVE GRADUATE PROGRAMS

TABLE OF CONTENTS

American University College of Continuing Education

Antioch College

Antioch College/West

Antioch-Columbia (H.E.C.)

Antioch/New England, Antioch Graduate School of Education (A.G.S.E.)

Antioch School of Law

Arizona, University of

Arkansas, University of

Arthur D. Little Management Education Institute, Inc.

Baltimore Center for Social Research and Action (Antioch College)

Brigham Young University

California, Berkeley, University of (College of Engineering)

California, Berkeley, University of (San Francisco Evening Program)

California, Berkeley, University of (School of Public Health)

California, Davis, University of (Division of Extended Learning)

California, Irvine, University of (Extended University)

California, Los Angeles, University of (Division of Extended Studies)

California, Riverside, University of (Graduate School of Administration)

California, Santa Barbara, University of (Instructional Development)

California School of Professional Psychology

California State College, Sonoma

California State University, Fullerton

California State University, Long Beach

California, University of (Extended University)

Center for Understanding Media, Inc. (Antioch College)

Central Michigan University

Colegio Jacinto Trevino

Committee on Institutional Cooperation

Consortium of the California State University and Colleges

East Coast University

E. W. Cook School Master's Program in Counseling and Psychotherapy (Antioch College)

Florida Institute of Technology

George Washington University

Goddard College/Cambridge - Goddard Graduate Program for Social Change

Governor's State University

Human Services, College of

Institute of Open Education (A.G.S.E.)

Juarez-Lincoln Bilingual Center (A.G.S.E.)

Lone Mountain College

Mankato State College

Massachusetts, University of

Master of Arts in Community Education Program (Antioch College)

Michigan-Dearborn, University of

Missouri, University of

Montclair State College

New York Institute of Technology

North Dakota, University of

Northern Colorado, University of

Nova University

Peter Sammartino College of Education (Fairleigh Dickinson University)

Philadelphia Center (A.G.S.E.)

Rand Graduate Institute, The

Rhode Island, University of

Rochester Institute of Technology

Sangamon State University

South Carolina, University of

Southern Illinois University

Syracuse University

Teachers, Inc., The (A.G.S.E.)

Thomas Jefferson University

Union Graduate School, The

Walden University

Washington Center (A.G.S.E.)

Wisconsin-Madison, University of

Yellow Springs Center (A.G.S.E.)

Institution and Location: American University College of Continuing Education

Massachusetts and Nebraska Avenues

Washington, D. C. 20016

Contact: Dean Nathan Brodsky (at the above address)

Description: The College of Continuing Education is designed for the part-time and/or non-degree student whose weekdays are filled with professional and personal responsibilities. The College of Continuing Education offers a Master of Arts in Applied Economics and a Graduate Certificate in Applied Economics.

Institution and Location: Antioch College

Yellow Springs, Ohio 45387

Contact: Refer to each of the individual campuses and centers which are listed below and which are described on separate pages found in alphabetical order in this Directory.

Description: Antioch College consists of Campuses (Yellow Springs, Antioch Graduate School of Education and Antioch School of Law) and Network Centers and Programs, some open to all students and some designed for specific community groups. Elements common to all Antioch units include: work-study as a learning strategy; use of experience-based education; a commitment to social change; and North Central Association accreditation. Together, the Campuses and Centers assemble students, faculty, and staff of diverse classes, races, and age groups, so that the College population reflects the cultural diversity of the country. Most academic calendars are synchronized so that students have access for varying periods of time and under space limitations to appropriate programs away from their home campus.

Following is a list of Antioch centers and the innovative graduate programs offered. Each is described on a separate page in alphabetical order in this Directory.

Antioch College/West

Antioch/Columbia

Antioch/New England, Antioch Graduate School of Education (A.G.S.E.)

Antioch School of Law

Baltimore Center for Social Research and Action (Antioch College)

Center for Understanding Media (Antioch College)

E. W. Cook School (Antioch College)

Institute of Open Education (A.G.S.E.)

Juarez-Lincoln Bilingual Center (A.G.S.E.)

Master of Arts in Community Education Program (Antioch College)

Philadelphia Center (A.G.S.E.)

The Teachers Inc. (Antioch College)

Washington Center (A.G.S.E.)

Yellow Springs Center (A.G.S.E.)

Institution and Location: Antioch College/West

3663 Sacramento Street

San Francisco, California 94118,

telephone: 415/931-6170

Contact: Dean Joseph McFarland (at the above address)

Description: Antioch College/West (consisting of special student groups in Hawaii, Texas, British Columbia, and Utah as well as the programs listed below) offers students a highly individualized educational program. The focus of Antioch College/West is on the problems of planning and improving the total human environment and therefore students have designed degree programs in a wide range of areas (e.g., media, most areas of the arts, human ecology, health sciences, environmental design, community mental health, psychology, education and women's studies). Through the use of internships, apprenticeships, projects, seminars with central staff and adjunct faculty, independent activities and access to the Antioch/West programs and area institutions of learning, students create their own unique educational programs. Antioch/West students may work for either an Antioch degree or a joint Antioch/UECU (Union for Experimenting Colleges and Universities) degree.

The following graduate programs are available:

Master's Program, Psychology; Jon Lanswerk, Coordinator; The Primal Foundation, 620 North Almont Drive, Los Angeles, California 90069.

Master's Program, Psychology; Natalie Freeman, Coordinator; Cold Mountain Institute, Manson's Landing-Cortes Island, British Columbia, Canada.

Master's Program, Psychology; Harvey Mindess, Coordinator; 1067 North Fairfax Avenue, Los Angeles, California 90046; telephone: 213/656-8510.

Master's Program, Psychology; Ben Rosenberg, Program Coordinator; 1161 Mission Street, San Francisco, California 94103; telephone: 415/864-2575.

Master's Program, Urban Studies; Irwin Mussen, Program Director; 1161 Mission Street, San Francisco, California 94103; telephone: 415/864-2575; 1067 North Fairfax Avenue, Los Angeles, California 90046; telephone: 213/656-8520.

Institution and Location: Antioch-Columbia

The Human Ecology Center (H.E.C.)

5829 Banneker Road

Columbia, Maryland 21044,

telephone: 301/730-9175

Contact: Director Edward Tulis (at the above address)

Description: The Human Ecology Center offers the following programs for advanced undergraduate and graduate students: Early Childhood Education, Individual and Family Counseling (B.A., M.A. & Certification); School Psychology and Guidance, Human Development Research, and Gerontology (M.A. only); and Clinical Psychology of Childhood and Adolescence, Social Science of Law Enforcement, Organizational Development and Management, and Interdisciplinary Humanities (B.A. and M.A.).

The Center interacts with a network of clinical settings in the Columbia-Baltimore-Washington region, providing students with supervision in their clinical training and opportunities to train in a variety of contexts and work with a variety of clientele. The Interdisciplinary Humanities program makes extensive use of library and museum resources and has developed a network of humanities scholars to work with students.

The degrees are partially based on competences demonstrated by students and required by the Center. Students may earn credit based on demonstrated and evaluated learning from past experience, and may make use of their work settings as the basis for practicum learning if they are academically relevant. The main focus of the Center is to explore the behavioral aspects of human community, varieties of social organization, and the aesthetic and valuing aspects of human services and cultural expression.

Institution and Location:

Antioch/New England,

Antioch Graduate School of Education

American City Building

Columbia, Maryland 21044

and

Antioch/New England

Antioch Graduate School of Education

One Elm Street

Keene, New Hampshire 03431

Contact:

Dean James V. Clark (Maryland)

Martin Nanken (New Hampshire)

Description: Both schools offer Master of Education degrees in Counseling and Guidance; Elementary Education - Early Childhood; Supervision and Administration; a Master of Arts in Counseling and an M.S.T. in Environmental Science are also available. The practicum in each student's program usually takes place in the New England area.

Institution and Location: Antioch School of Law

1624 Crescent Place, N.W.

Washington, D. C. 20009

Contact: Deans Jean Camper Cahn

and

Edgar S. Cahn (at above address)

Description: The School of Law is concerned with the public interest and the use of law as an instrument of justice and social change. It emphasizes a new kind of law education: a clinical curriculum of work-study, with the Urban Law Institute -- a public-interest law firm -- serving the School as a teaching law firm just as a hospital serves a medical school as a teaching hospital. Admission is highly subjective and sensitive, based upon several factors in addition to academic achievement and Law School Admission Test scores, such as character, maturity, professional promise and employment.

Arizona, University of

Institution and Location: University of Arizona

Graduate School

Tucson, Arizona 85721

Contact: The Graduate School (at the above address)

Description: An innovation of this institution is the introduction of an intermediate specialist's degree beyond the M.A. So far there are three such offerings: Education Specialist; Optical Specialist; Specialist in Speech Pathology and Audiology. Emphasis is placed on the preparation of the practitioner.

The Optical Specialist's degree provides education and experience in particular areas of optical technology beyond the master's level, but including more specialized material than does a doctoral program. The Specialist in Speech Pathology and Audiology degree program is designed to prepare students for dual certification, since it exceeds M.A. requirements by offering a program of study for those seeking certification in both speech pathology and audiology. The catalog did not include any description of the Education Specialist's program.

Arkansas, University of

Institution and Location: Office of Graduate School

Fayetteville, Arkansas 72701

Contact: Graduate School (at the above address)

Description:* The University of Arkansas offers an External Master of Arts degree in International Studies and a Master of Science degree in Management.

---

*From NEXUS, A Project of the American Association of Higher Education, April, 1975.

Institution and Location: Arthur D. Little Management Education Institute, Inc.

35 Acorn Park

Cambridge, Massachusetts 02140

Contact: above address

Description: "The Arthur D. Little Management Education Institute, Inc. (ADLMEI) of Cambridge, Massachusetts, is a wholly-owned subsidiary of Arthur D. Little, Inc. (ADL). The Massachusetts Board of Higher Education has authorized the Institute to award a Master of Science in Management (MSM) degree to those participants who successfully complete the requirements for its course in agribusiness and industrial development management.

"ADLMEI enjoys both State and New England regional recognition in the academic world. The Institute became affiliated in the Summer of 1974 with the New England Association of Schools and Colleges in the category of Candidate for Accreditation. An independent Board of Trustees oversees and guides the activities of ADLMEI.

"The Master of Science in Management (MSM) Program trains result-oriented managers capable of formulating effective policies and operating strategies in developing economies; managers also capable of solving problems in complex organizational environments within both the government and private sectors of the economy.

"The MSM Program is unusual in that it emphasizes relevance, practicality and application. This emphasis, however, is built upon a strong foundation of economic and administrative theory covered in the early phase of the program.

"The MSM Program in agribusiness and industrial development management is a 10-month, full-time intensive course which includes more than 650 classroom hours of instruction, visits, and workshop sessions hosted by industries in the Boston/Cambridge area, and three weeks of supervised field trips to organizations and agencies in New York City, Washington, D.C., California, and Chicago. These trips offer an opportunity for presentations, discussions and meetings with officials from selected organizations and government agencies involved in industrial development, such as international financial institutions and banking investment institutions.

"The curriculum is broken down into three phases. In Phase I the courses stress fundamentals and those tools required for advanced work; in Phase II courses stress functional skills and conceptual work; and in Phase III the courses stress integration of those skills and applied economics."*

---

*From Arthur D. Little Management Education Institute catalog, 1975.

Institution and Location: Baltimore Center for Social Research and Action

(Antioch College)

525 St. Paul Street

Baltimore, Maryland 21202

Contact: Michael Metty, Director (at the above address)

Description: The Center offers a Master's program in Media Studies. This program aims to reach and implement positive social change for all people through programs in urban media, law, social strategies, research, etc. Students work in court and prison systems, drug abuse programs, state and private hospitals and schools, etc.

Institution and Location: Brigham Young University

Graduate School of Education

Provo, Utah 84602

Contact: The Graduate School of Education (at the above address)

Description: According to NEXUS, Brigham Young University offers an innovative Doctor of Education degree.

California, Berkeley, University of

Institution and Location:

College of Engineering

Dean's Office

321 McLaughlin Hall

University of California

Berkeley, California 94720,

telephone: 415/642-2856

Contact: above address

Description: The College of Engineering, University of California, Berkeley, offers a Master of Science in Engineering degree as a part of the Extended University program at an off-campus location in the Bay Area of California and on the Berkeley campus.

California, Berkeley, University of

Institution and Location: San Francisco Evening Program
350 Barrows Hall
University of California
Berkeley, California 94720,
telephone: 415/642-1406

Contact: above address

Description: As an Extended University office of the University of California, Berkeley, the San Francisco Evening Program offers a Master of Business Administration degree program on campus and at a San Francisco off-campus location.

California, Berkeley, University of

Institution and Location: School of Public Health
Admissions Office
19 Earl Warren Hall
University of California
Berkeley, California 94720,
telephone: 415/642-6531

Contact: above address

Description: The School of Public Health, University of California, Berkeley, offers a Master of Public Health degree under the Extended University program at an off-campus location in Sacramento, California and on the Berkeley campus.

California, Davis, University of

Institution and Location:

Division of Extended Learning

371 Mrak Hall

University of California

Davis, California 95616,

telephone: 916/752-2820

Contact: above address

Description: The University of California, Davis Division of Extended Learning offers the Master of Science in Engineering on campus and in these off-campus locations in California: Livermore, Sacramento and Stockton.

California, Irvine, University of

Institution and Location: Extended University
University of California
Irvine, California 92664,
telephone: 714/833-6988

Contact: above address

Description: The degrees of Master of Science in Educational Administration and Master of Arts in Teaching of Spanish are offered by the University of California, Irvine Extended University.

California, Los Angeles, University of

Institution and Location: Division of Extended Studies
UNEX Administration Building
University of California
Los Angeles, California 90024,
telephone: 213/825-5551

Contact: above address

Description: The University of California, Los Angeles Division of Extended Studies offers the degrees of Master of Business Administration, Master of Public Health, Master of Architecture and Master of Education in Reading.

California, Riverside, University of

Institution and Location: Graduate School of Administration
University of California
Riverside, California 92502,
telephone: 714/787-3544

Contact: above address

Description: The Master of Administration degree is offered by the University of California, Riverside both on campus and at off-campus locations in Palm Springs, Ontario, San Bernardino, and University of California/California State University College, Ventura, California.

California, Santa Barbara, University of

Institution and Location: Instructional Development

Administration 1345

University of California

Santa Barbara, California 93106,

telephone: 805/961-4056

Contact: above address

Description: The University of California, Santa Barbara offers the degrees of:

Master of Science in Electrical Engineering
on campus and at the off-campus locations of Point Mugu, University of California/California State University College (UC/CSUC) Ventura and Vandenburg Air Force Base, California;

Master of Arts in Urban Economics
both on campus and off the Santa Barbara campus at UC/CSUC Ventura, California;

Master of Arts in Speech and Hearing
both on campus and off the Santa Barbara campus at UC/CSUC Ventura.

Institution and Location: California School of Professional Psychology

2150 Judah Street

San Francisco, California 94122

Contact: President Nicholas A. Cummings (at the above address)

Description: The California School of Professional Psychology grants the Ph.D. in professional psychology. The school has branches at the following locations:

480 Potrero Avenue, San Francisco, California 94110

3755 Beverley Boulevard, Los Angeles, California 90004

6363 Alvarado Court, San Diego, California 92120

Institution and Location: California State College, Sonoma

Department of Psychology

1801 E. Cotati Avenue

Rohnert Park, California 94928

Contact: above address

Description: "An innovative program leading to a Master of Arts in Psychology is offered.

The "goal of the program" is "to provide [training for] competent individuals at the master's level in the field of humanistic psychology, in order to meet the growing demand for professionals at this level, in existing and new careers. The program allows qualified students to pursue personal and professional development. Students may study in the field of humanistic psychology with special emphasis on individual growth, humanistic education, community development and community mental health, transpersonal research, or obtaining clinical skills. The program is not designed to provide professional clinical psychology training or to insure licensure.

"This master's degree, equal in all respects to one earned in the conventional college program of studies, with comparable academic standards, is available for those who are unable to pursue a regular on-campus degree.

"The student will, with the consultation and approval of the faculty advisor, initiate and execute the program of studies -- courses, fieldwork, and related research and independent study. The awarding of the degree will be dependent upon successful completion of an examination and thesis or creative project (when required). This examination will be based on the program of studies, as accepted by the advisor and the program Steering Committee.

"There are two basic options as to how the student may complete the program. The options are:

1. An Independent Study Program. A student with a substantial background of relevant experience can work with a faculty advisor to summarize and supplement experience with the object of justifying through an oral examination the 30 units required for the M.A. degree. A thesis or creative project is required under this program.

2. A Group Initiated Program. A group of up to 12 students with common educational needs and goals may present a plan demonstrating initiative and ability to organize the resources which will be needed to realize their goals. These students work with a faculty advisor during the full year of their program's realization, which also culminates in an examination process for each individual.

"This master's program requires a high level of self-direction, individual initiative, and knowledge of resources in the field. Therefore, students who have background and work experience in psychology and knowledge of their own personal, educational and vocational needs are preferred. The program encourages applications from members of minority groups and from persons already working in communities."

A graduate level non-degree program in Humanistic Psychology is also offered.

"This program is cooperatively sponsored with the California State College, Sonoma Psychology Department and the Humanistic Psychology Institute of the Association for Humanistic Psychology. HPP credits can be transferred to other institutions on an individual basis. The policy currently governing the California State College, Sonoma is: Subject to the approval of the department concerned, all extension courses may count toward college degrees and/or school service credentials except that no more than twenty-four units normally may be counted toward the baccalaureate degree, nor more than six toward the master's degree.

"This program does not constitute a certificate or a degree. It is structured to be a one-year non-degree exploratory experience in humanistic psychology. We begin in the fall semester with an open-enrollment policy with NO prerequisites for admission and NO application procedures. Possible new enrollees to the program at mid-year may be admitted by personal interview only. All coursework is conducted on a Credit/No Credit basis ONLY. Registration and payment of fees take place at the first class meeting each semester. A minimum enrollment of at least six units per semester is required to be affiliated with the program. One year of enrollment in HPP can serve to fulfill the year of prior graduate level experience in humanistic psychology required for the External Degree Master's Program in Humanistic Psychology at California State College, Sonoma.

"Since in humanistic psychology, personal and professional growth are considered to be inseparable, the Program has emphasized self-exploration and awareness, interpersonal effectiveness, individuation and other personal growth parameters. The main

thrust of the student-initiated curriculum has been to obtain training in the skills normally associated with psychotherapy, counseling and humanistic education. In the past, these have included psychodrama, psychosynthesis, synergistic relationships in groups and communities, family therapy, gestalt, bioenergetics, parapsychology and psychic healing theory, work with myths, dreams and fantasy, art media and expression, dance, music and rhythm, etc. The Program is designed to encourage efficient use of the rich variety of resources in humanistic and transpersonal psychology that exist on campus and in the greater San Francisco Bay Area. There is also an emphasis on learning to work effectively with other people through use of community resources, field placements, and in-service experience.

"The intent of the program is to provide an environment which encourages free-floating exploration of the field. While it is possible in HPP to immediately establish and maintain a single focus in an area of study, students are invited to look at and experience for themselves a spectrum of theories, therapies, and techniques. Participants are encouraged to continually reevaluate their personal and professional goals in the light of their accumulating experiences, and to continuously modify the program content to meet their emerging individual interests."*

---

*From California State College, Sonoma catalog, 1975.

Institution and Location: California State University, Fullerton

800 North Street, College Boulevard

Fullerton, California 92631

Contact: The Graduate School (at the above address)

Description: California State University at Fullerton offers an interdisciplinary Master of Science degree in Environmental Studies, which will provide the student with experiences integrating knowledge about and understanding of man's environment, to help him learn to analyze complex interactions among diverse environmental elements, to foster within him the ability to develop solutions to environmental problems, and to provide him with an understanding of and appreciation for the disciplinary perspective of others. The program is designed to provide skills for persons entering environmental design, community planning, pollution research, environmental education, and other environmentally related fields. The student may elect emphases in human ecology, urban studies or environmental education; a technological studies emphasis is under development.

The political science department offers an External Master of Public Administration degree through its Santa Ana Center. This degree is designed to prepare for a "generalist career, to strengthen the professional competence of those in the field, to assist functional specialists who need broadening, to provide academic study for adults seeking another career."

The psychology department offers a terminal Master of Science degree with concentration in Clinical/Community Psychology. This degree is aimed at preparing students for paraprofessional or professional work in a variety of mental health settings. This applied degree program will provide: a thorough grounding in the theories relevant to clinical and community psychology; the knowledge and understanding needed to enable them to be intelligent consumers of the relevant research literature; the background and expertise required to select, administer, score and interpret various diagnostic tests; a thorough knowledge of the techniques of individual and group therapy; practical, closely supervised experience in the conduct of individual and group therapy.

Finally a Master of Science degree in Computer Science is available through the engineering division and the cooperation of the department of mathematics and quantitative methods. Part-time students may pursue this degree and take advantage of the exceptional freedom allowed in tailoring his/her program. The program prepares the student for the increasingly sophisticated application of computers to the needs of industry and society, provide instruction for students interested in research, teaching and further graduate study.

Institution and Location: California State University, Long Beach

School of Applied Arts & Sciences

6101 E. 7th Street

Long Beach, California 90801

Contact: Graduate School of Applied Arts & Sciences

(at the above address)

Description: California State University at Long Beach offers an External Degree program leading to a Master of Arts in Vocational Education. This program provides qualified personnel to serve career and vocational education programs in public and private education and the training and retraining efforts of manpower development programs in California and the nation. This program will study and serve the entire gamut of the vocational-occupational-career education continuum: Agri-business and natural resources occupations; Business and office occupations; Communications and media occupations; Environmental control occupations; Fine Arts and occupations; Manufacturing occupations; Marine science occupations; Personal services occupations; Public service occupations; and Transportation occupations. The learning activities include individualized instruction, directed study within core courses; extensive use of media, a sharing experience with a wide variety of students; encouraged use of internships and other flexible options.

California, University of

Institution and Location: The Extended University
Office of the President
650 University Hall
University of California
Berkeley, California 94720,
telephone: 415/642-1450

Contact: Above address for general information about the Extended University Program of the University of California. The list below enumerates each individual campus of the University of California which offers Extended University degree programs. Specific information about each campus' offerings can be found on separate pages in this Directory.

Description: The Extended University of the University of California offers upper division and graduate programs for Californians who would otherwise be unable to fulfill traditional residency requirements. The program extends educational opportunities to interested adults who have full-time family and work commitments which preclude them from enrolling in traditional graduate programs. Many of the programs are offered on one or more of the University's campuses, as well as at off-campus locations. Following is a list of individual campuses of the University of California which participate in this program. You will find specific information about them and their degree programs on separate pages in alphabetical order in this Directory.

University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, Santa Barbara

Institution and Location: Center for Understanding Media, Inc.
(Antioch College)
75 Horatio Street
New York, New York 10014,
telephone 212/989-1000

Contact: John Culkin, Director of Graduate Program
or
Peter Haratonik, Coordinator of Graduate Program
(at the above address)

Description: A non-profit organization that offers film and media programs primarily for teachers, C.U.M. opened its 1972 summer program to about 100 Antioch graduate students, who earned academic credit toward their degrees. The Center and Antioch started an M.A. degree program in Media Studies in fall, 1973.

Institution and Location: Central Michigan University

Institute for Personal and Career Development

Mount Pleasant, Michigan 48858

Contact: above address

Description: Central Michigan University "offers three degree programs leading to a Master of Arts Degree. Each degree requires a minimum of 30 graduate semester hours of which at least 15 hours must be earned with Central Michigan University. A variety of specializations are available leading to masters degrees in Community Leadership, Education, and Management and Supervision.

"Community Leadership. - The graduate program in Community Leadership develops competencies for working with individuals and groups within a community. The program emphasizes the theory and nature of community culture, values, and processes and investigates economic problems and solutions, especially those related to neighborhood housing, education, poverty, leisure, and health. The needs of special community groups such as those of limited educational opportunity or those involved in social decision making, etc., are considered. The primary goal of the program is to develop an understanding of the process of mobilizing the resources relevant to community administration and positive local change.

"Education. - The purpose of this curriculum is to prepare individuals for leadership roles through advanced educational methodology. The program is especially designed for people currently employed in educational positions who desire additional preparation directed toward teaching and administration or who wish to prepare for an educational leadership position as part of a career plan. The program is not designed as a certification program for public school teachers.

"Management and Supervision - This degree option focuses on systems analysis, management, supervision, and personnel processes. Courses develop a basic understanding of the principles and practices involved in the management of business and industrial firms and other organizations. The primary goal is to prepare prospective administrators and supervisors to deal with problems of choice, complexity, and change involved in the successful management of various types of organizations. The student may specialize in such areas as finance, personnel management, marketing, industrial management, and business management."*

*From Central Michigan University catalog, 1975.

Institution and Location: Colegio Jacinto Trevino

237 South Missouri Avenue

Mercedes, Texas 78570

Contact: above address

Description: "Organized by the Chicanos, this bilingual, bicultural center offers interested Chicanos an alternative way to earn the B.A. degree through interdisciplinary studies involving work experience in the community. It also provides individualized study leading to the M.A.T. or M.Ed. degree for people seeking to become teachers in community-based educational efforts."*

---

*Wayne Blaze, et al, Guide to Alternative Colleges and Universities (Boston: Beacon Press, 1974), p. 6.

Institution and Location: Committee on Institutional Cooperation

Suite 970

1603 Orrington Avenue

Evanston, Illinois 60201,

telephone: 312/866-6630

Contact: Frederick H. Jackson, Director

Description:* The Traveling Scholar Program established by the Committee on Institutional Cooperation (CIC), a voluntary association of the Big Ten universities and the University of Chicago, is available to doctoral-level students who are enrolled in any CIC university (see list below). The program was established as part of the "continuing effort" of the CIC "to increase cooperative use of its member institutions' resources."

The program enables doctoral-level students to "take advantage of educational opportunities -- specialized courses, unique library collections, unusual laboratories -- at any other CIC university without change in registration or increase in fees....Visits of Traveling Scholars may not exceed two semester or three quarters...[and] credit earned at the host university is automatically accepted by the home university."

A student at any one of the CIC universities who wishes to become a CIC Traveling Scholar "must first consult with his advisor, who will determine that the off-campus opportunity is likely to enhance the student's education and that it is not, in fact, duplicated on the home campus." For further information, the student should confer with the liaison officer of his CIC university.

Member universities of the Committee on Institutional Cooperation and Liaison Officers.

University of Chicago
Charles D. O'Connell, Jr., Vice President and Dean of Students

---

*From Committee on Institutional Cooperation pamphlet.

University of Illinois
Chicago Circle
Jan Rocek, Dean, The Graduate College

Medical Center
A. V. Wolf, Dean, Graduate College

Urbana-Champaign
George A. Russell, Vice Chancellor, Graduate College

Indiana University
H. Glenn Ludlow, Associate Dean for Research and Advanced Studies

University of Iowa
Frank E. Horton, Dean for Advanced Studies

University of Michigan
Max W. Crosman, Assistant Dean of the Graduate School

Michigan State University
C. W. Minkel, Acting Dean, Graduate School

University of Minnesota
Kenneth H. Keller, Acting Dean, Graduate School

Northwestern University
Robert H. Baker, Dean, Graduate School

Ohio State University
Jules B. LaPidus, Vice Provost for Research and Dean of the Graduate School

Purdue University
F. N. Andrews, Vice President for Research and Dean of the Graduate School

University of Wisconsin
Madison
Lorraine Meythaler, Assistant Dean of the Graduate School

Milwaukee
Ted. J. McLaughlin, Associate Dean (Research), Graduate School

Institution and Location: Consortium of the California State University and Colleges

5670 Wilshire Boulevard

Los Angeles, California 90036

Contact: George McCabe, Director (at above address)

Description: This consortium of nineteen campuses offers innovative off-campus graduate degree programs for students who are unable to attend regularly scheduled classes. The External Master of Arts degree in the Humanities takes a broad interdisciplinary approach to history, literature, philosophy, music and art - and the establishment of an integrative perspective among them. The Master's program includes three phases:

a. independent study (prescribed course content)
b. independent study (non-prescribed course content)
c. supervised graduate level scholarly or creative activity (including the choice of a thesis, culminating paper, or creative project)

The consortium also offers a graduate external degree program leading to the Master of Public Administration (MPA) degree. This program has been designed for the practicing public administrator and offers concentrated study in:

a. the environment of public administration
b. analytical processes (including quantitative methods)
c. organizational behavior
d. administrative processes
e. public policy processes and analysis

Institution and Location: East Coast University

(Cedar Lane)

Brooksville, Florida 33519

Contact: above address

Description: According to a 1973 ETS study,* little is known about the quality of the East Coast University Doctor of Arts Program. East Coast announced that "candidates may only apply with a master's degree plus thirty transferable semester hours of previous credit. A four-week colloquium held in four widely separated parts of the country may earn a candidate five additional units toward a minimum of ten taken with East Coast. At least six more units must be taken at another 'accredited university' subsequent to the ten at the East Coast. Fourteen more semester hours of doctoral research undertaken 'off campus' complete the 30 semester hour package ($1500)."

---

*J. Boyd Page, Panel on Alternative Approaches to Graduate Education, Innovations in Graduate Programs, A Preliminary Report (Princeton, N.J.: Educational Testing Service, 1973).

Institution and Location: E. W. Cook School Master's Program
in Counseling and Psychotherapy
(Antioch College)
Box 509
Faribault, Minnesota 55021
telephone: 507/334-5561

Contact: Richard E. Byrd, Director (at above address)

Description: The E. W. Cook School in affiliation with the Psychology Department of the Yellow Springs Campus offers a program leading to a Master's Degree in Counseling and Psychotherapy. The two-year program involves the student in intensive practical experience in psychotherapy, as well as providing an academic framework from which the experienced therapist can operate. The program's core is experience in therapy, closely supervised by practicing professionals. The emphasis is on work with adolescents, and the program is located on the campus of a residential treatment center for young people with emotional and educational disabilities.

Institution and Location: Florida Institute of Technology

Country Club Road

Melbourne, Florida 32901

Contact: above address

Description: "A graduate degree in Electrical Engineering may be earned in one of the two major areas: Physical Electronics or Digital Systems. Physical Electronics includes semi-conductor and quantum electronics, and electromagnetic theory and applications. Digital Systems includes digital computers, control systems, and communication systems. Both programs are offered on a full-time and a part-time basis.

"Degree requirements - A Master of Science degree in Electrical Engineering requires satisfactory completion of a minimum of 48 quarter hours of approved work. Each student is expected to work out a suitable program in conference with his advisor. An M.S. Program Plan must be submitted prior to the completion of 18 credits."*

The Florida Institute of Technology program is conducted with the cooperation of RCA.

---

*From Florida Institute of Technology catalog, 1975.

Institution and Location: George Washington University

College of General Studies

706 20th Street, N.W.

Washington, D. C. 20006

Contact: College of General Studies (at above address)

Description: According to NEXUS, George Washington University's College of General Studies offers an innovative Master's program in Special Studies, Forensic Science, Engineering Administration, Education and Administration.

Institution and Location: Goddard College

The Graduate Program

Plainfield, Vermont 05677

Cambridge-Goddard

Graduate Program for Social Change

5 Upland Road

Cambridge, Massachusetts 02140

Contact: above address

Description: "Education is a process of growth in awareness which begins within the individual and extends into the world; it is to change and to be changed.

"Effective education can take place wherever the learner is, as he applies himself to a task.

"Education requires: a purposeful student with an eagerness to learn; availability of necessary resources; and interaction with others along the way.

"We begin with respect for the learner and his sense of what is important. We ask him to tell us what he wants to do, to document his proposal in a clearly written statement or preliminary study plan, and to suggest if possible one or more potential field faculty advisors who can assist him in realizing his program.

"We accept people who are ready to do graduate level work in a chosen field of interest. In part, such readiness is indicated by the completion of studies at the bachelor's level. Persons without a B.A. may be interested in completing one through Goddard's Adult Degree Program (ADP) or Experimental Program in Further Education (GEPFE).

"We seek individuals who have a sense of purposefulness and direction, who are clear about where they want to go or what they want to do. Our program is not planned for people who are in the early stages of 'finding themselves' or who are seeking a pre-organized course of instruction.

"We examine the student's prior experience carefully, for we want students who have demonstrated an ability to follow through on their plans and to accomplish worthwhile goals. Relevant work or study done previously may permit the student to complete his program more richly or profoundly than might otherwise be the case. However, no advanced standing is given, since we do not operate in terms of traditional academic credits.

"Finally, we look for students who have a good idea for their study proposal, who can outline a plan which can be accomplished and which will be valued by the student and by others.

"Areas of Study - Graduate Program students study in many areas depending on their own individual interests. Plans are limited only by the abilities and imagination of the student and the availability of appropriate resources. Many of our present students are engaged in studies in the areas of human services, including teaching and counseling, others in the area of social change, and still others in the arts, humanities, and creative writing. Cross-disciplinary and problem centered studies are welcomed, as are other plans which extend our scope in reasonable ways. We offer work toward the M.A. only, not the M.F.A., M.S.W., or other specialized degrees.

"Acceptable studies should grow from the student's perceived needs and purposes. Forms will vary widely because individuals differ, and the Program seeks to encourage diversity and experimentation. In general, our goal is to facilitate planned experience, reflection upon that experience, and modifications of future action in light of that reflection.

"Cambridge-Goddard Graduate Program for Social Change: Cambridge-Goddard offers project-oriented group study in social change under the leadership of faculty members drawn from the Cambridge Institute, from Boston area colleges and universities, and from independent researchers and activists. Many of the twenty or so projects each year have both research and action components. Cambridge-Goddard is semi-autonomous and issues its own bulletin. For information, write:

Cambridge-Goddard Graduate Program for Social Change
5 Upland Road
Cambridge, Massachusetts 02140"*

*From Goddard catalog, 1975.

Institution and Location: Governor's State University

College of Environmental and Applied Sciences

Park Forest South, Illinois 60466

Contact: above address

Description: "The College of Environmental and Applied Sciences is dedicated to preparing people for occupations and life-long learning in science, with a major thrust towards improving the quality of life by finding and implementing solutions to problems of the environment.

"The College now has three Instructional Programs: Science, Health Science, and Science Teaching.

"Each Program is subdivided into Areas of Emphasis, which provide specialization required to prepare students for a range of occupations. Where appropriate, specific career or professional Orientations are designated. ...presently planned curricula can lead to a B.A. or M.A. in Environmental Science -- with depth and extent of study separating the B.A. and M.A. programs. Highly individualized curricula can be developed at a 'generalist' level if faculty and resources are available.

"Recommended Background. For work in the Science Instructional Program as much as possible of the following background is recommended, though not required, prior to admission: two years of one laboratory or field science, one year of a second field or laboratory science, and two years of mathematics (including calculus or statistics).

"Teaching certificates are pre-requisite to all work in Science Teaching except K-12 Science Teaching, which is a certification program.

"Essential background for students entering into the Health Sciences programs depends on career goals; thus, individuals with a clinical orientation, such as nursing, inhalation therapy, radiologic technology, medical technology, and dental hygiene, must have received their basic preparation prior to admission. Depending on professional goals, additional preparation may be required; thus, for example, students applying for work in medical technology should have had organic chemistry and microbiology.

Governor's State University, College of Environmental and Applied Sciences, continued

"The fundamental instructional element at GSU is called a Learning Module. Learning Modules may be characterized as:

- interdisciplinary;
- individualized and self-paced;
- varying in completion time and credit;
- performance-based, with stated competency objectives;
- structured to emphasize mastery;
- open-ended;
- often involving more than one professor;
- often being cross-collegial;
- dealing with content and its social and humanistic consequences;
- interrelating the two broad goals and four general objectives of the College;
- interrelating science, technology, and society;
- laboratory and field-oriented;
- issue-centered and problem-oriented;
- inquiry-oriented and student-oriented; and
- application or career-oriented.

"In many cases, the Learning Modules have self-instructional components or packets; the college is also continuously developing Learning Modules in a stand-alone self-instructional-materials format, called a SIM.

"Students and professors, working as colleagues, tailor expected competencies to help meet the career goals of students. These tell specifically what competencies students will be able to demonstrate, when, under which conditions, and to what degree of perfection. Then students, working independently or in small groups under the guidance of one or more professors, try to achieve work that has been mutually agreed-upon -- often by a signed contract. Learning Modules are expected to be evolving continuously; few, if any, will be offered without substantial modification for more than two years.

"Learning Module packets are available for every Learning Module that is offered in CEAS. Students are encouraged to examine appropriate packets before enrolling. The Learning Module packets typically include:

- identifying elements, such as title, coordinator, Units of credit;
- competency statements, which specify capabilities a student should have after instruction;

Governor's State University, College of Environmental and Applied Sciences, continued

- instructional objectives that state in measurable terms what a student does during instruction;
- component topics, sometimes with an optional suggested sequence for them;
- rationale for the Learning Module or topics, often separate from a description of the Learning Module;
- pre-evaluation section;
- suggested work and study materials, including equipment lists, references, and other resources;
- evaluation or self-assessment section.

"Feedback sections, LM evaluation materials, contract forms, and work summary sheets are other components that are often present."*

*Governor's State University catalog, 1975

Human Services, College for

Institution and Location: College for Human Services
201 Varick Street
New York, New York 10014

Contact: President Audrey C. Cohen (at the above address)

Description: According to an article in the Winter 1974/1975 issue of Change Magazine,* the College for Human Services recently inaugurated a Master of Human Services degree program, which college officials hope will be the equivalent of a master's program in Social Work. The college accepts only students over 21 whose family incomes fall below the poverty level. Two-thirds of their students are black and one-fourth are Hispanic.

The school locates jobs for its students amid the maze of New York City's social service agencies, carefully matching community needs with student interests. Some 285 city agencies have cooperated with the College so far, providing work experiences that range from consumer affairs and housing to nursing home care and public schools. Students start their work experiences immediately after admission, spending three days a week on the job and two more in classes. Student performance is evaluated by teachers, clients, supervisors, fellow students and the students themselves.

---

*Henry Weil, "A New Degree Challenges Tradition," Change Magazine (Winter, 1974-75), pp. 18-20.

Institution and Location: Institute of Open Education (A.G.S.E.)

133 Mt. Auburn Street

Cambridge, Massachusetts 02138,

telephone: 617/492-5108

Contact: Joan Goldsmith and Eileen Brown, Co-Directors

(at above address)

Description: This fifteen-month program for experienced teachers, leading to the Master of Education Degree, is made up of three basic components: a first summer session with emphasis on "the teacher as learner," the regular academic year focusing on "the application of learning," and the second summer concentrating on "the learner as teacher."

Institution and Location: Juarez-Lincoln Bilingual Center (A.G.S.E.)

3001 Congress Avenue

Austin, Texas 78704,

telephone: 512/444-1863

Contact: Andre Guerrero and Leonard Mestas, Directors

(at above address)

Description: To develop the people and resources needed for bilingual education for Chicanos, students study and work (as teachers, researchers, curriculum developers, etc.) in clusters at six sites in Colorado, Texas, and Washington, D.C., working toward the M.Ed. degree, with emphasis in the following areas: Bilingual, Bicultural Education; Educational Administration; Adult Education; Counseling and Guidance; Early Childhood Education; Elementary Education; Program and Curriculum Development; Secondary Education; Special Education; Supervision. The Center utilizes the university-without-walls concept for its students, with coordinators at the cluster sites serving students in the surrounding area but with the coordinators traveling to the students instead of students traveling to the school. The National Migrant Information Clearinghouse, under the auspices of the Center and St. Edwards University, also is located here and provides learning opportunities for Center students. Cluster Coordinators are located at the following sites:

Austin: 3001 S. Congress Avenue, Austin, Texas 78704; tel: 512/444-1863; Roberto Villarreal, Associate Director and Monitor for students in Waco, Fort Worth and San Antonio (Texas); Leonard Mestas and Andre Guerrero, Monitors for additional students.

Corpus Christi: 5050 Rockford, Corpus Christi, Texas 78416; tel: 512/855-3405; Abbie Muniz, Coordinator; serving students in Corpus Christi, Falfurrias, Benavides, Ben Bolt, Alice, and San Diego (Texas).

Denver: 825 Delaware Street, Denver, Colorado 80204; tel: 303/892-6598; Frank Carrasco, Coordinator, serving students in Denver, Colorado Springs, Pueblo, and Boulder (Colorado) and in Chimayo, El Rite, Espanola, and Santa Fe (New Mexico).

San Antonio: 3019 W. French Place, San Antonio, Texas 78228; tel: 512/732-2156; Sister Marcine Klemm, Coordinator serving students at the Mexican American Cultural Center, San Antonio.

Mission: Route 4, Box 524-A, Mission, Texas 78572; tel: 512/585-6621; Irene Garcia, Coordinator, serving students in Mission, La Joya, Edinburg, McAllen, Brownsville, Grulla, Zapata, Rio Grande City, and Mercedes (Texas).

Washington, D.C.: 1019 19th Street, N.W., Suite 1110, Washington, D.C., tel: 202/659-4225; Leonard Mestas and Andre Guerrero, Monitors for students in Silver Springs, Oxon Hill, Rockville, Ellicott City (Maryland), and Arlington (Virginia), and Washington, D.C.

Institution and Location: Lone Mountain College

1005 Valencia Street

San Francisco, California 94110

Contact: President Lewis Engel (at above address)

Description: According to NEXUS, Lone Mountain College offers an External Degree Master's program in psychology.

Institution and Location: Mankato State College

Mankato, Minnesota 56001

Contact: School for Experiental Education

(at above address)

Description: A Master's Degree Program in Experiential Education is offered to "encourage participants to learn teaching techniques whish foster experience, action and analysis."* The research paper is replaced by student reports on their experiences.

*Blaze, p. 46.

Massachusetts, University of

Institution and Location: University of Massachusetts
Higher Education Center
Graduate School of Education
Amherst, Massachusetts 01002

Contact: above address

Description: "The Higher Education Center provides a graduate level professional training program for students interested in careers in higher education.

"The Center presently offers programs of study leading to two degrees: the Master of Arts in Teaching, for teaching in the two-year college, and the Doctor of Education. Students pursuing either degree are encouraged to create for themselves interdisciplinary programs of study appropriate to their individual needs and professional goals, and are free to draw upon the resources of other Centers in the School of Education, as well as the members of the Five College Program (Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts).

"The doctoral program places primary emphasis on study in the areas of organizational theory, the philosophy of higher education, human behavior, and change in education. A doctoral student negotiates his program of study with a committee of his own choosing. Specific degree requirements are one year of full-time study in residence, successful completion of a comprehensive examination developed by the candidate and his committee, and the completion and defense of a dissertation or other creative project. The only other degree requirements are those which are mutually agreed upon by the candidate and his committee. All doctoral student course work is graded on a pass/fail basis. In place of the traditional transcript of grades, a doctoral student maintains a portfolio of his work. Each student also is expected to gain some field experience as a part of his course of study.

"The M.A.T. program for teaching in the two-year college consists of advanced study in an academic field, the development of a frame of reference for instruction, and clinical and field practice. M.A.T. candidates are required to accumulate 36 credit hours, 15 of which must have letter grades. Twenty-four of these credit hours must be in academic disciplines and 12 in Education. Also required is the completion of a teaching internship."*

This innovative graduate program may undergo further changes following the recent resignation of Professor Dwight Allen.

*University of Massachusetts catalog, 1974.

Institution and Location: Master of Arts in Community Education Program

(Antioch College)

5829 Banneker Road

Columbia, Maryland 21044,

telephone: 301/730-9175

Contact: Morris Keeton, Director (at above address)

Description: This M.A. with a major in Community Education is an external degree program for experienced community educators, involving a modular curriculum, independent study, peer study groups, colloquia, and competency-based evaluation. Fields of community education practice include human services, community organization and development, labor education, community schools, consumer housing cooperatives, and training and evaluation.

Michigan-Dearborn, University of

Institution and Location: University of Michigan, Dearborn

Professional Development Program

Division of Engineering

4901 Evergreen Road

Detroit, Michigan 48128

Contact: above address

Description: "The Professional Development in Engineering Degree program is designed to facilitate attainment of personal objectives. It offers a plan of study that is unified and organized, though flexible and individually structured. Program objectives include:

Refreshing basic engineering skills
Advancing technical abilities
Developing managerial capabilities
Increasing business knowledge
Broadening general education
Acquiring socio-economic awareness

"The PDED program may provide a review of engineering fundamentals, while updating technical knowledge to assist the practicing engineer in avoiding obsolescence. It affords the opportunity to acquire new knowledge and competence in changing and advancing technologies. It also provides the means to extend professional efforts to new or different fields, to redirect one's career and expand personal accomplishments. The program may also prepare an engineer to assume new engineering and managerial responsibilities.

"The basic concept in the PDED program is that each degree candidate is prepared to make a commitment to a limited, part-time plan of continuing study to remain up-to-date and effective in his professional field.

"The PDED program provides the academic component of a joint professional-practice, academic-study effort. Prior or concurrent work experience is necessary to formulate career objectives and plan an appropriate PDED program of study. To insure this blending of engineering experience and academic study, the degree will not be granted within three years of the date of the candidate's most recent degree. However, this does not preclude working toward the PDE degree during this period.

"Each program of study shall be tailored to meet the goals of the individual. This is left to the student and his adviser. Within broad, general degree and time limit requirements, the candidate is free to design his own program. There are no specific "required courses." He may, with adviser approval, elect any course at any university.

"A PDED candidate's program should be carefully planned and organized. A course of study will normally span several years during which PDED study plans will be periodically reviewed and revised."*

---

*From University of Michigan-Dearborn catalog, 1975.

Missouri, University of

Institution and Location: University of Missouri
Department of Engineering
Rolla, Missouri 65401

Contact: Department of Engineering (at above address)

Description: The University of Missouri at Rolla offers a Professional Development degree designed for working engineers who wish to update their knowledge of the field. Thirty credit hours are required for the degree, but each student may develop his own program and fulfill degree requirements without residency on campus.

Institution and Location: Montclair State College

School of Social and Behavioral Sciences

Upper Montclair, New Jersey 07043

Contact: above address

Description: "In 1971, Montclair State College invited 27 individuals to participate in the newly developed Community Fellows Program, an experimental program for mature adults, whereby an alternative set of criteria is used in determining admission to graduate school. Individuals accepted into the program have attained recognition in a professional field related to their chosen major and have demonstrated a significant level of college-equivalent learning acquired through alternative means. Since a number of the current Fellows have chosen to present a thesis for graduation, a graduate level thesis seminar was developed and conducted by faculty members of the School of Social and Behavioral Sciences, who become advisors to the Fellows in the thesis process."*

---

*Page, ETS Report

Institution and Location: New York Institute for Technology

135-45 West 70th Street

New York, New York 10023

Contact: above address

Description: According to NEXUS, New York Institute of Technology grants an External Master of Arts degree in business administration in cooperation with Nova University of Fort Lauderdale, Florida.

North Dakota, University of

Institution and Location: University of North Dakota
Office of the Graduate School
Grand Forks, North Dakota 58201

Contact: Office of the Graduate School (at above address)

Description: The University of North Dakota grants a Doctor of Arts degree in Teaching which is presently (May, 1975) available through the departments of Biology and History. This degree is designed to ready teachers in an academic discipline who wish to teach in a 2 or 4 year institution. The recipient must demonstrate a command of knowledge in the broad field of his degree as well as acknowledged competence in teaching the subject at the post-secondary level. The degree does not require a dissertation, but the student will be expected to do independent research.

Northern Colorado, University of

Institution and Location: University of Northern Colorado
Center for Special and Advanced Programs
Greeley, Colorado 80631

Contact: above address

Description: The University of Northern Colorado offers graduate programs in Business (Management), Social Science (Public Administration, Urban and Regional Planning), Psychology (Counseling and Guidance), Education (Curriculum and Instruction), and Communications (Human Relations) on various military installations across the nation. This non-residential program is open to any student with a Bachelor's degree. The program accepts relevant work experience as part of the degree requirement.

Institution and Location: Nova University

3301 College Avenue

Fort Lauderdale, Florida 33314

Contact: above address

Description: "Nova University is a graduate institution with programs leading to the doctor of philosophy in the behavioral sciences, life sciences and oceanography. Master's degrees are conferred in counseling and guidance, early childhood education, learning technology and administration and supervision of educational systems. The doctor of education in elementary and secondary school administration and in community college teaching, as well as the master and doctor of public administration, is offered in an off-campus format. At this time the institution does not enroll students at the undergraduate level.

"Research is directed toward the solution of problems that are of immediate concern to mankind. Because these problems are generally interdisciplinary in nature, the University is organized into research centers, each of which contains a group of closely related academic disciplines.

"The University comprises the Behavioral Sciences Center, the Life Sciences Center, the Oceanographic Laboratory, the Center for Professional Development and the Center for the Study of Law. Each center represents a group of related disciplines: the Behavioral Sciences Center for the study of man and his systems of education and self-fulfillment; the Life Sciences Center where significant research is conducted on life-saving techniques in the continuing quest to conquer cancer; the Oceanographic Laboratory for the study of the ocean -- our greatest natural resource and the most powerful influence on man's environment -- whose exploration has just begun: the Center for the Study of Law to examine the problem-solving function performed by law in the personal, business and governmental areas; and the Center for Professional Development which offers non-traditional graduate programs in education and public administration for working executives and professionals throughout the country in a cluster format.

"The Nova University faculty is a community of scholars with diverse educational and research backgrounds, affording students exposure to a broad range of disciplines. Faculty members, postdoctoral fellows and students work together in conducting research projects designed to meet professional responsibilities in a constantly changing society.

"It is the philosophy of Nova University that, given basic information, the learning process achieves its greatest fruition in the dialogue between the student and the professor concomitantly engaged in research programs. All research and teaching activities are oriented to the self-directed student who is capable of translating his academic accomplishments into professional performance.

"An exceptionally high degree of student-teacher interaction is effected in both the academic and research programs. Considerable emphasis is placed on individualized programs of study for doctoral students at Nova University. In conjunction with his faculty committee, each student designs a personalized program which will offer him the greatest opportunity for development in his specialty.

"Nova University is independent, nonsectarian, nonprofit and racially nondiscriminatory. It was chartered in 1964 as an institution for graduate study and research in science and technology. Three years later, the first group of students was accepted into the doctoral programs in oceanography and science education.

"The University was accredited in 1971 by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states.

"In 1970 Nova University joined in an educational consortium with the New York Institute of Technology, a private nonprofit institution with campuses in Manhattan and Old Westbury, Long Island. With a commitment to the extension of career-oriented education through teaching and research, the New York Institute of Technology is developing weekend college programs on the Nova University campus. These programs permit individuals to earn bachelor's degrees as well as master's of business administration degrees while continuing in full-time employment."*

---

*Nova University catalog, 1975.

Degrees offered by Nova University

Master of Science
- Counseling and Guidance, with specialties in
  - School Guidance
  - Counseling
  - School Psychology
  - Psychometry
- Early Childhood Education with majors in
  - Early Childhood Education
  - Specific Learning Disabilities
  - Reading
- Administration and Supervision of Educational Systems
- Learning Technology

Master of Public Administration

Doctor of Philosophy
- Behavioral Science with specialties in
  - Science Education Research
  - Educational Psychology
  - Psychology of Behavioral Change
- Microbiology
- Environmental Chemistry
- Physical Oceanography

Doctor of Education

Doctor of Public Administration

Juris Doctor

Institution and Location: Peter Sammartino College of Education

Fairleigh Dickinson University

Office of Doctoral Studies

Teaneck, New Jersey 07666

Contact: Charles Kelly, Director (at above address)

Description: "Many available graduate programs in education are based upon intense analytical study of a limited area in pedagogy or related fields. Frequently, such concentration is focused on the performance objectives of a particular occupational assignment, such as the guidance counselor or the educational administrator. The purpose of this Doctor of Education program is to prepare a leader to serve a wide variety of educational enterprises. Fairleigh Dickinson University's program does not lead to a degree in school administration or in similar career disciplines. It looks for candidates with the ability to identify critical problems in a variety of fields and to discover, through serious study, practical alternatives or solutions.

"To this end, the University invites for selection into this program students from the widest variety of educational practice -- public schools; independent schools, colleges and research centers, business and industry; philanthropic, governmental and service agencies; the armed forces; ministries of education; educational media; etc. -- in the belief that through sharing in the search for insights which overarch particular circumstances they will grow toward a capacity for leadership and a sense of professional community which will be both scholarly and practical.

"Each candidate will draw up, with the assistance of his Advisory Committee, an educational plan whose satisfactory completion constitutes his doctoral accomplishment. His background and training, seen against his career objectives, shape the content and sequence of his educational plan. A special characteristic of the program is the faculty of the University and other resource persons. Through this enabling and demanding relationship, the responsibility of the candidate is maintained and the quality of his performance is continuously assessed. Learning activities include formal courses, doctoral seminars, independent study/research and internships."*

---

*From Fairleigh Dickinson University catalog, 1975.

Institution and Location: The Rand Graduate Institute

Santa Monica, California 90406

Contact: above address

Description: "The primary goal of Rand research is to help policymakers improve their decisions. But education and training have been an important by-product of this research; Rand has developed an impressive group of policy analysts, many of whom have moved on to important positions in government, universities, and industry. It has been through the experience of work on policy problems, on new analytic methods, on background scientific research in an interdisciplinary research environment that the learning experience has taken place.

"To this informal activity in developing policy analysts Rand recently added a formal activity -- the Rand Graduate Institute. The Institute now offers an innovative graduate program which couples formal academic training with on-the-job training in applied policy analysis through work on Rand research projects." A Doctorate in Policy Analysis is offered.

"The Institute...expects to make a small but significant contribution to meeting the growing national and international need for highly qualified policy analysts, and to satisfy the growing desire among some of the nation's best graduate students for innovative educational programs that combine academic rigor with relevance to issues of public policy.

"Policy analysis requires a rare combination of traits and skills: a familiarity with a number of disciplines, a mastery of several analytical techniques, and a capability for moving across disciplinary lines in both the physical and the social sciences, combined with the actual experience of working on real policy problems. Such skills are central to the formulation, evaluation, and implementation of alternative public programs and policies, such as those relating to education, health care, research and development, environmental quality, communications, military manpower and training, public order, transportation, international development, and national security strategy.

"The demand is strong, and growing, for the interdisciplinary skills of policy analysis, notwithstanding the abundance of advanced degrees in many established disciplines. Policy analysts are critically needed in federal, state, and local government; in international institutions; in universities; and in parts of private industry concerned with public policy and with public aspects of corporate policy.

"The Rand Graduate Institute will concentrate on the advanced training of a small number of policy analysts. In time its graduates can help to lead and train other policy analysts in both public and private institutions.

"Our purpose in establishing the Institute is implicit in the Rand Corporation's objectives as stated in its articles of incorporation as a non-profit institution: 'to further and promote scientific, educational and charitable purposes, all for the public welfare and security of the United States of America' (emphasis added).

"Thus, the Rand Graduate Program in Policy Analysis embodies a fundamental innovation in formal education and training for policy analysis: the coupling of on-the-job training in a unique research environment with formal academic training in techniques and concepts drawn from different disciplines of importance in policy research. Rand's policy research environment, a key element in the Graduate Program, is characterized by

- A broad disciplinary research capability.
- An objective and systematic approach to the solution of problems.
- Interdisciplinary teamwork.
- Significant and real problems to work on.
- A continuity of concern for these problems.
- Close contact with the real world and with decisionmakers.
- The freedom and the ability to identify new problems.
- Rand's responsibilities as a public trust.

"The Rand Graduate Institute has been granted Candidate for Accredition status by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Candidate for accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation. Candidacy is not accreditation and does not assure eventual accreditation."

---

*From Rand Graduate Institute catalog, 1975.

Rhode Island, University of

Institution and Location: University of Rhode Island

Dean of Graduate School

Kingston, Rhode Island 02881

Contact: Dean of the Graduate School (at the above address)

Description:* The University of Rhode Island claims to offer five innovative graduate programs. One offers a graduate certificate in International Developmental Studies, which is a 15 credit addition to a master's degree that emphasizes a regional case study method to demonstrate the value of interdisciplinary work.

A master's degree in Community Planning and Area Development is available which utilizes an inner-city field center in Providence as a research-resource laboratory, thus permitting student involvement in urban problem solving.

> "In addition to the core of generic planning, [there are] three concentrations in regional, environmental and inner-city planning [available]. An alternative concentration in a specialized field of planning may be developed by self-directed students, e.g., health, urban design, administration, quantitative analysis, land use."*

The University has also inaugurated two graduate programs on policy aspects related to the school's competence in Oceanography and Ocean Engineering.

Finally their Master of Public Administration includes a mandatory internship program which utilizes state and municipal agencies.

---

*From University of Rhode Island catalog, 1975.

Institution and Location: Rochester Institute of Technology

Center for Community College Faculty Development

1 Lomb Memorial Drive

Rochester, New York 14623

Contact: Director, Center for Community College Faculty Development (at above address)

Description: NEXUS reports that the Rochester Institute of Technology Center for Community College Faculty Development offers a Master of Arts degree in Technology.

Institution and Location: Sangamon State University

Springfield, Illinois 62704

Contact: above address

Description: "The University Program is multidisciplinary in nature, offering a B.A. or an M.A. in the following areas: Communication in a Technological Society is devoted to questions of science and human problems, modes of communication, and the social and ethical issues created by technological development. Environments and People is directed at the questions of man's biological, physical, psychological, social, economic, and political environments and the problems they entail. Justice and the Social Order is concerned with the political process, the functions of government, civil rights, the problems of war, crime, and the role of business and education. Its unifying perspective is an inquiry into the ways in which society is ordered and directed. Work/Culture/Society focuses on contemporary economic policy, the quality of life, problems of poverty and power, and the uses and abuses of leisure."*

---

*Blaze, p. 66.

South Carolina, University of

Institution and Location: University of South Carolina
School of Business Administration
Columbia, South Carolina 29208

Contact: above address

Description: "Master of Business Administration -- E.T.V. Program. The College of Business Administration has developed a program of graduate study for South Carolina businessmen who wish to work toward an advanced degree while continuing full-time employment. Students may qualify from any bachelor's degree program. The M.B.A.-E.T.V. program combines graduate study on the USC campus with televised classes at Technical Education Centers (TEC), University of South Carolina regional centers, and other locations. Seven extended on-campus sessions are required each semester. All other classes are transmitted through closed circuit facilities "live" by South Carolina Educational Television Network from a studio-classroom on the University campus to the various receiving classrooms throughout South Carolina. Each receiving classroom has "talkback" facilities so that all students may have direct contact with the professor to consider questions as they arise. Students will meet in their receiving classrooms on two evenings each week.

"The curriculum requirements of the M.B.A.-E.T.V. program are identical to those of the regular M.B.A. program set forth above. Each student will complete the full 45-semester hour program for the degree. Students who qualify for admission to the program should complete all degree requirements in three calendar years while continuing regular employment. Admission is in September and students are expected to complete two courses each semester and one during the summer for a total of five courses each calendar year.

"On-campus seminars, discussions, library, and computer work constitute a vital part of the program. Faculty-student relationships and availability of all University resources are assured by this feature.

"Students enrolled in the M.B.A.-E.T.V. program must arrange their employment schedules so that they may arrive in Columbia by 4 p.m. on Friday for the required weekend sessions. These sessions are concluded by noon on Saturday.

"Student fees for the M.B.A.-E.T.V. program are higher than those prevailing for other part-time graduate students, due to the greater cost of the special services rendered."*

*From University of South Carolina catalog, 1975.

Institution and Location: Southern Illinois University

Office of Graduate School

Carbondale, Illinois 62901

Contact: above address

Description: Southern Illinois University offers innovative graduate programs in the Administration of Justice, Engineering Biophysics, and Rehabilitation.

"Administration of Justice. The Center for the Study of Crime, Delinquency, and Corrections offers the Master of Science degree in the administration of justice. This curriculum is a multidisciplinary study of crime and social control by the agencies of criminal justice. Through a merger of theoretical orientations and practical experience, students are prepared for careers in law enforcement, court administration and auxiliary services, correctional institutions, community-based programs, teaching in criminal justice degree programs, and criminal justice planning agencies. Augmenting the academic program, a research unit provides opportunity for graduate students and faculty members to conduct research related to the administration of justice and to develop projects designed to implement innovation in the agencies comprising criminal justice.

"Engineering Biophysics. Interdisciplinary graduate work leading to a Master of Science degree in engineering biophysics builds upon an interdisciplinary undergraduate program at SIU, which has its core in the areas of chemistry, engineering, mathematics, physics, physiology, psychology, and speech pathology and audiology. The graduate program provides the student with the unique opportunity to work with the faculty and facilities in increasingly integrated areas throughout the University and to specialize in solving problems of biomedical physics that involve several academic and professional disciplines.

"The engineering biophysics committee, appointed by the dean of the Graduate School, is the agency that evaluates the program and recommends policy for its development. The committee appoints an administrator who is responsible to it and to the students for the daily as well as long-run activities of the program.

The committee has a chairman and it sees that the program is administered in accordance with the policies established by that committee and with the policies of the Graduate Council and the dean of the Graduate School.

"The year of work at the graduate level emphasizes courses in physiology, psychology, and speech pathology and audiology. These core-area requirements amount to 16 semester hours and include courses in medical instrumentation, neurophysiology, sensory processes, human engineering, statistics, and seminar. The courses provide a basis for internships in hospitals and in laboratories in industry and government.

"The internship is a requirement of the graduate program for which six semester hours of credit are allowed. The internship might well be accomplished in the summer session of the graduate year. A minimum of 8 hours of elective courses at the graduate level make up additional requirements for the degree (30 semester hours).

"Rehabilitation. In response to pressing human and social needs, the applied field of rehabilitation has solidly entrenched itself as a professional discipline over the past twenty years. Multidisciplinary courses of study have been drawn together from the behavioral, social, and medical sciences appropriate to the development of competent practitioners, supervisors, and programmers in rehabilitation and welfare agencies. The overall program is left purposely broad and flexible to permit the inclusion of training innovations and emerging career patterns.

"The Rehabilitation Institute offers graduate programs leading to a Master of Arts or a Master of Science degree in behavior modification, rehabilitation administration, and rehabilitation counseling. While rehabilitation administration requires a minimum of 30 semester hours of course work and field experience, behavior modification and rehabilitation counseling are 45 semester hour programs. The distinction between M.A. and M.S. degree is one of demonstrable research performance. Candidates for the M.S. degree concentrate primarily on preparation for entry into the helping profession, and ordinarily they complete a project or research paper in their area of specialization. The M.A. degree requires a thesis of an experimental nature, in which candidates demonstrate their skills in formulating researchable questions, in identifying and manipulating experimental variables and in the analysis and the judicious reporting of the data."*

---

*From Southern Illinois University catalog, 1975.

Institution and Location: Syracuse University

University College

610 E. Fayette Street

Syracuse, New York 13202

Contact: University College Dean (at the above address)

Description: NEXUS reports that the University College of Syracuse University offers an independent study degree program leading to a Master of Arts in Advertising Design or Illustration.

Institution and Location: The Teachers, Inc. (Antioch College)

2248 Broadway

New York, New York 10024,

telephone: 212/595-3233

Contact: James Wiley, President (at the above address)

Description: The Graduate Program is designed for experienced teachers; the program leading to the M.Ed. degree evaluates teaching performance; through after-school and weekend workshops, seminars, and training, it aims to improve curricula and teaching approaches and school/community relations.

Institution and Location: Thomas Jefferson University

Philadelphia, Pennsylvania 19107

Contact: above address

Description: Thomas Jefferson University's College of Graduate Studies offers professional Master's degrees in Community Health and Preventive Medicine and in Clinical Microbiology. In the Department of Community Health and Preventive Medicine, a "three-year combined Master of Science and residency program has been designed to meet the need for qualified preventive medicine specialists to serve in city and state departments of health and in industry. The program provides the professional requirements for certification by the American Board of Preventive Medicine.

"The first year begins in July with a two-month hospital assignment in medicine, monitored by a clinical preceptor. Participation in Department of Community Health and Preventive Medicine activities continues throughout the year in rounds and conferences. From September through early June, the student is enrolled in a program that includes required courses and electives.

"The second year is devoted primarily to research in a special project developed by the student and his preceptor. The work, either in an ongoing research project of a faculty member or in an independently selected area, provides the basis for the student's thesis.

"The third year is devoted to special training and practical experience in an area of special interest. It may take place in Thomas Jefferson's Department of Community Health and Preventive Medicine, in a city or state health department, or in another approved location."

The Department of Microbiology offers "a program leading to the Master's degree in Clinical Microbiology. This program prepares the student for a supervisory role in a clinical laboratory and meets the requirements for certification by the American Academy of Microbiologists as a "Special Microbiologist."

"The program is especially well-suited to candidates who have had prior experience in a hospital laboratory. Sixty quarter credits are earned in courses, seminars, laboratory supervisory clerkships and in practical experience in the operation and management of a clinical microbiology laboratory. The full-time student may complete the program in one calendar year. Most course work is scheduled in the late afternoon to accommodate the part-time student. Courses include the Biology of Microorganisms, Epidemiology, Diagnostic Microbiology, Laboratory Management, Computers in the Clinical Laboratory, Antibiotics and Chemotherapy as well as electives covering the broad field of microbiology."*

---

*From Thomas Jefferson University catalog, 1975.

Institution and Location: The Union Graduate School
c/o Union for Experimenting College and Universities
106 Woodrow Street
Yellow Springs, Ohio 45387

Contact: above address

Description: "The Union Graduate School has developed in response to the fact that for many competent students existing graduate programs are too limited, too prescribed and inflexible, and poorly adapted to the urgent needs of a society in crisis.

"The Union Graduate School offers many features not present in traditional programs;

1) the opportunity for students to design programs especially suited to their objectives;

2) the possibility of utilizing a far broader range of educational resources than can be found on any University campus today;

3) the opportunity to be appraised on the basis of individual progress rather than by time served or credit points; and

4) to make a contribution of outstanding excellence in research or scholarship or other areas in a variety of forms.

"The program is largely self-directed, but includes opportunity for close association with a group of fellow-students and for continuous dialogue with a variety of people. Successful students will receive the Doctor of Philosophy Degree.

"Key Concepts:

1. Application to the Union Graduate School should be made only by candidates who clearly cannot obtain the kind of advanced training they require within any of the more conventional

university doctoral programs. Nor should persons apply who expect to be rewarded merely for what they have achieved in the past or for what they are already doing, or merely for the sake of 'having' a Ph.D. Taking on the Union Graduate School requires full commitment, new effort, new direction and focusing discipline -- many aspects of one's life!

2. Admission to the Union Graduate School (and progress toward the doctorate) depend on intelligence, creativity, and demonstrated capacity for self-direction and disciplined effort toward self-chosen objectives. Preference is given to students whose applications reflect high potential for individual and professional growth. After admission, candidates' work and potential to comply with these standards are reviewed twice; once during the initial four-week colloquium and again after about a year of full-time (or equivalent) pursuit of this program -- certification and finally at termination.

3. The Union Graduate School offers guidance, stimulation to growth, information about resources, and evaluation. It seeks to draw on a wide array of opportunities for learning, wherever they may be found. We help graduate students to discover their learning needs, to develop workable plans, to use the best available resources within academic institutions, or elsewhere to use learning procedures and human networks suited to their abilities and opportunities, and to achieve excellence in their chosen field. No 'credits' are counted; rather, a whole program is evolved.

4. Each individual develops his program to suit his own needs, stengths, and opportunities. He is given assistance and advice by his fellow-students, faculty, and other resource persons who may not be on an academic faculty.

5. Most study is self-directed. Many students begin with an unrealistic view of their capacity for continued, disciplined work. Self-directed study is usually far more demanding than is conformity to class attendance and faculty-assigned readings or papers; hence it is a more appropriate method. This is not a correspondence school.

6. Students may include in their comprehensive study plans work in available courses and seminars at any institution in the world. Learning as apprentices to distinguish leaders in any field is encouraged.

7. As an aid to wise planning, all students begin their Union Graduate School program by attending a colloquium.

8. Each student keeps a cumulative record or log of personal educational efforts, with evaluation of all significant experiences, whether 'successful' or not. From time-to-time this record is reviewed with his committee members.

9. The two fellow student peers selected to serve on a student's committee should be taken to mean that these students do more than review and provide critical support. As the brochure states on page 18, members of the committee, by design, provide 'for advice and dissent as well as advise and consent regarding his work.' The students serving on a committee must bring experience and/or working knowledge in the area being studied. They are an integral part of the committee, as well as a key component in the legitimization of the graduate program.

10. Each candidate for a degree is expected to present evidence of high achievement culminating in a Project Demonstrating Excellence.

11. Decision on readiness for the Ph.D. will be made jointly by the student and his committee.

12. The Union Graduate School recommends successful candidates for a degree to the Union for Experimenting Colleges and Universities which is incorporated under the State of Ohio and authorized by the Board of Regents to grant the degree. The prestige of these degrees will be determined over time by the achievements of our graduates.

"Project Demonstrating Excellence -- The culminating product of a student's program. The Project Demonstrating Excellence may be a research undertaking, a published book, a series of articles for a journal, a project of significant social change, a film, a videotape or other art form that merits outstanding recognition. . . .

"Union for Experimenting Colleges and Universities -- Sponsors the Union Graduate School. Special arrangements for study at Antioch or other Union Colleges and Universities can be made only after officially starting the program and then must be done after conferring with a UGS core member. Graduates of our program will receive a doctoral degree from the Union Graduate School, Union for Experimenting Colleges and Universities. Members are: Antioch, Bard, Chicago State, Franconia, Friends World, Goddard, Hofstra University, Loretto Heights, University of Massachusetts

(School of Education), University of Minnesota, Morgan State, New College of the University of Alabama, New College at Sarasota, Northeastern Illinois State, University of the Pacific, Pitzer (Claremont), University of Redlands (Johnston College), Roger Williams, Shaw University, University of South Carolina, Skidmore, Staten Island Community College, Stephens, Westminster, University of Wisconsin at Green Bay."*

---

*From The Union Graduate School catalog, 1973.

Institution and Location: Walden University

Institute for Advanced Studies in Education

1191 8th Street South

Naples, Florida 33940

Contact: Bernard Turner, President (at above address)

Description: "Walden University offers an alternative graduate program leading to the Doctor of Philosophy degree. The program is designed for mature and experienced scholars who are seeking a new approach to doctoral studies. The Walden program provides a way for the nontraditional student who cannot or who chooses not to complete a traditional degree program to demonstrate his or her abilities and to earn a doctorate. This unique model has attracted the support of outstanding educators from across the country.

"The Walden program is based on the extensive previous graduate study and experience of its students. . . . Candidates admitted to the program have completed most of the course work for the doctorate before entering Walden. In addition, they are experienced professionals in education or allied fields, who in most cases have substantial professional accomplishments to their credit. Walden encourages candidates to bring their professional interests and abilities to bear on graduate study and research.

"The Walden program is particularly suited for those whose professional careers make it difficult or impossible to earn degrees in institutions that require lengthy campus residence. The program is set up to provide individual attention to the needs and research interests of students, and individuals proceed at their own pace to complete the requirements for the Doctor of Philosophy degree. The purpose of the Walden program is to add a new dimension to the professional abilities of students by helping them develop research capabilities and accomplish a substantial work of scholarship.

"The Walden program focuses on the doctoral dissertation. Students entering the program start immediately on the research process, and at every stage of the process, students are held to the highest standards of scholarship. The program begins with an intensive summer session that is held in July of each year. The summer session is designed to accomplish the following objectives:

1. To stimulate, deepen, and broaden intensively the intellectual and affective insight of candidates into the human condition with which education is involved.

2. To review with candidates the fundamental tools of research design and methodology that they will need in the research terms that follow the summer.

3. To assist candidates individually to clarify research objectives and to develop dissertation proposals.

"Following the summer term and approval of their dissertation topics, candidates are assigned to dissertation advisors, recognized scholars who share the research interests of the candidates. When the dissertation is completed and approved by the dissertation advisor, it is presented to a review committee whose members are selected from the Walden Board of Readers.

"Walden University is essentially a process and an idea. The University believes that graduate research is one of the highest, most significant, and most productive forms of higher education, and the University's program was established to provide an opportunity for qualified individuals to enter directly into a doctoral research program.

"The quality of students, faculty, and readers constitute the major assets of Walden University. The University has its administrative offices in Naples, Florida, but it maintains no other facilitites -- no campus, no dormitories, and no classrooms. For the summer term, the University utitlizes fully adequate and comfortable conference center facilities for the students, faculty, and administration to live and work together as a community of scholars. But after the summer, Walden is a University in dispersion. It is located wherever students and faculty are studying and doing research. This is an important strength for an institution like Walden -- its effort is always directed to where its students are working."*

---

*From Walden University catalog, 1975.

Institution and Location: Washington Center (A.G.S.E.)

1701 New Hampshire Avenue, N.W.

Washington, D.C. 20009,

telephone: 202/387-5800

Contact: Joseph Clair, Acting Director (at above address)

Description: This Center seeks to help experienced teachers, administrators, and other educational professionals further in urban education. Courses offered bear credit at the Master's level. Workshops are also provided, both for maintenance of certification and for professional upgrading.

Wisconsin - Madison, University of

Institution and Location: University of Wisconsin - Madison

Institute for Environmental Studies

Madison, Wisconsin 53706

Contact: Director, Institute for Environmental Studies

(at above address)

Description: The Institute for Environmental Studies was established in 1970 to develop interdisciplinary programs on man and his environment. They include two specialized degree programs: the Water Resources Management Program and the Oceanography and Limnology Graduate Program. The first offers a terminal Master of Science degree which studies the physical, biological, economic, legal and social aspects of water resources. Its aim is to prepare graduate students for agencies charged with water resource planning and management.

The Oceanography and Limnology Program provides graduate training in the marine sciences. Oceanography studies the sea -- its origins, inhabitants, its potential as a source of food and minerals, and its social and economic effects on man. Students may earn both the Master of Science and doctorate degrees in Oceanography and Limnology.

The institute for Environmental Studies also conducts a Committee Degree Program which permits students to pursue an interdisciplinary degree which is not listed in available degree programs. Currently students are pursuing Committee degrees in:

M.A. - Residuals management; Science and Technology Reporting; Chemical Ecology and Environmental Studies; Regional Land and Water Resource Planning; Mathematical Model for Industrial Energy in Wisconsin.

Ph.D. - Utilization of Waste and Low Temperature Heat from Steam Electric Generating Plants; Techniques, Economics Institutional Issues; A Comparison of the Socio-Cultural Determinants of Environmental Space and Activities in Villages and New Towns in Finland and Greece; Human Response to the Built Environment; Environmental Economics and Natural Resource Planning.

The University of Wisconsin - Madison also participates in the C.I.C. Traveling Scholar Program for Graduate Students (see Committee on Institutional Cooperation).

Institution and Location: Yellow Springs Center (A.G.S.E.)

Yellow Springs, Ohio 45387,

telephone: 513/767-7331

Contact: James Barber, Director (at above address)

Description: This Center has designed a competency-based curriculum against which its experienced teachers and recent college graduates are evaluated before credit toward the M.A.T. or M. Ed. degree is granted. Adjunct faculty from universities throughout the country augment the home-based faculty and hold weekend seminars and workshops for students here.

INNOVATIVE GRADUATE DEGREE PROGRAMS

Subject Index

ADMINISTRATION ..... California, Riverside, University of
(See also Business, Educational, Engineering, Justice, Nursing, Public, Rehabilitation and Supervision)

ADULT EDUCATION ..... Juarez-Lincoln Bilingual Center (A.G.S.E.)

ADVERTISING DESIGN OR ILLUSTRATION ..... Syracuse University

AGRIBUSINESS ..... Arthur D. Little Management Education Institute

ARCHITECTURE ..... California, Los Angeles, University of

ARTS ..... Goddard College

BEHAVIOR MODIFICATION ..... Southern Illinois University

BEHAVIORAL SCIENCES ..... Nova University

BICULTURAL EDUCATION ..... Colegio Jacinto Trevino
Juarez-Lincoln Bilingual Center (A.G.S.E.)

BILINGUAL EDUCATION ..... Colegio Jacinto Trevino
Juarez-Lincoln Bilingual Center (A.G.S.E.)

BIOLOGY (TEACHING) ..... North Dakota, University of

BIOPHYSICS, ENGINEERING (BIOMEDICAL PHYSICS) ..... Southern Illinois University

BUSINESS ADMINISTRATION	California, Berkeley, University of (San Francisco Evening Program) California, Los Angeles, University of New York Institute of Technology (in cooperation with Nova University) South Carolina, University of
BUSINESS MANAGEMENT	Arthur D. Little Management Education Institute Northern Colorado, University of
CHEMISTRY (ENVIRONMENTAL)	Nova University
CHILDHOOD AND ADOLESCENT PSYCHOLOGY	Antioch - Columbia (H.E.C.)
CLINICAL/COMMUNITY PSYCHOLOGY	California State University, Fullerton
CLINICAL MICROBIOLOGY	Thomas Jefferson University
CLINICAL PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE	Antioch - Columbia (H.E.C.)
COMMUNICATIONS (HUMAN RELATIONS)	Northern Colorado, University of
COMMUNICATIONS (IN A TECHNOLOGICAL SOCIETY)	Sangamon State University
COMMUNITY EDUCATION	Antioch - Columbia (H.E.C.) Colegio Jacinto Trevino Master of Arts in Community Education Program (Antioch) Montclair State College Teachers, Inc. (Antioch)
COMMUNITY HEALTH AND PREVENTIVE MEDICINE	Thomas Jefferson University
COMMUNITY LEADERSHIP	Central Michigan University

COMMUNITY MENTAL HEALTH	Goddard College
COMMUNITY PLANNING AND AREA DEVELOPMENT	Rhode Island, University of
COMPUTER SCIENCE	California State University, Fullerton
COUNSELING AND GUIDANCE	Antioch - Columbia (H.E.C.) Antioch/New England (A.G.S.E.) Goddard College Juarez-Lincoln Bilingual Center (A.G.S.E.) Northern Colorado, University of Nova University Peter Sammartino College of Education (Fairleigh Dickinson U.)
COUNSELING AND PSYCHOTHERAPY	E. W. Cook School (Antioch)
COUNSELING (REHABILITATION)	Southern Illinois University
CREATIVE WRITING	Goddard College
CRIMINAL JUSTICE	Southern Illinois University
CURRICULUM AND INSTRUCTION (EDUCATION)	Juarez-Lincoln Bilingual Center (A.G.S.E.) Northern Colorado, University of
DANCE - MOVEMENT THERAPY	Goddard College (Human Services)
DESIGN OR ILLUSTRATION (ADVERTISING)	Syracuse University
DIGITAL SYSTEMS	Florida Institute of Technology

EARLY CHILDHOOD EDUCATION	Antioch - Columbia (H.E.C.) Antioch/New England (A.G.S.E.) Juarez-Lincoln Bilingual Center (A.G.S.E.) Nova University
ECONOMICS (APPLIED)	American University College of Continuing Education
ECONOMICS (URBAN)	California, Santa Barbara, University of
EDUCATION (See also Supervision and Administration)	Antioch - Columbia (H.E.C.) Antioch/New England (A.G.S.E.) Arizona, University of Brigham Young University California, Irvine, University of California, Los Angeles, University of California State University, Long Beach Central Michigan University Colegio Jacinto Trevino East Coast University George Washington University Goddard College Governor's State University Institute of Open Education (A.G.S.E.) Juarez-Lincoln Bilingual Center (A.G.S.E.) Mankato State College Massachusetts, University of North Dakota, University of Northern Colorado, University of Nova University Peter Sammartino College of Education (Fairleigh Dickinson U.) Philadelphia Center (A.G.S.E.) Teachers, Inc. (Antioch) Walden University Washington Center (A.G.S.E.) Yellow Springs Center (A.G.S.E.)
EDUCATIONAL ADMINISTRATION (See also Supervision and Administration - Education)	California, Irvine, University of Juarez-Lincoln Bilingual Center (A.G.S.E.) Massachusetts, University of
EDUCATIONAL PSYCHOLOGY	Nova University

EDUCATIONAL SPECIALIST	Arizona, University of
EDUCATIONAL SYSTEMS (SUPERVISION AND ADMINISTRATION)	Nova University
ELECTRICAL ENGINEERING	California, Santa Barbara, University of Florida Institute of Technology
ELEMENTARY EDUCATION	Antioch/New England (A.G.S.E.) Juarez-Lincoln Bilingual Center (A.G.S.E.) Philadelphia Center (A.G.S.E.)
ENGINEERING	California, Berkeley, University of California, Davis, University of Florida Institute of Technology Michigan - Dearborn, University of Missouri, University of
ENGINEERING ADMINISTRATION	George Washington University
ENGINEERING BIOPHYSICS	Southern Illinois University
ENVIRONMENTAL SCIENCE	Antioch/New England (A.G.S.E.) Governor's State University Nova University
ENVIRONMENTAL STUDIES	California State University, Fullerton Governor's State University Sangamon State University Wisconsin - Madison, University of
EXPERIENTIAL EDUCATION	Mankato State College
FAMILY COUNSELING	Antioch - Columbia (H.E.C.)

FINE ARTS	Goddard College Syracuse University
FORENSIC SCIENCE	George Washington University
GERONTOLOGY	Antioch - Columbia (H.E.C.)
HEALTH SCIENCE	Governor's State University
HEALTH SERVICES	California, Berkeley, University of (School of Public Health) California, Los Angeles, University of Governor's State University
HISTORY (TEACHING)	North Dakota, University of
HUMAN DEVELOPMENT RESEARCH	Antioch - Columbia (H.E.C.)
HUMAN SERVICES	California, Berkeley, University of (School of Public Health) California, Los Angeles, University of Goddard College Human Services, College of Northern Colorado, University of Southern Illinois University
HUMANITIES	Antioch - Columbia (H.E.C.) (Interdisciplinary) Consortium of the California State University and Colleges Goddard College
INFORMAL EDUCATION	Goddard College (Human Services)
INDIVIDUAL AND FAMILY COUNSELING	Antioch - Columbia (H.E.C.)

INDUSTRIAL DEVELOPMENT MANAGEMENT	Arthur D. Little Management Education Institute
INTERNATIONAL STUDIES	Arkansas, University of Rhode Island, University of
JUSTICE (ADMINISTRATION OF)	Southern Illinois University
JUSTICE AND THE SOCIAL ORDER	Sangamon State University
LAW	Antioch School of Law Nova University Sangamon State University Southern Illinois University
LAW ENFORCEMENT (SOCIAL SCIENCE OF)	Antioch - Columbia (H.E.C.)
LEARNING DISABILITIES	Nova University
LEARNING TECHNOLOGY	Nova University
LIFE SCIENCES	Nova University
MANAGEMENT	Arkansas, University of Arthur D. Little Management Education Institute Northern Colorado, University of
MANAGEMENT AND SUPERVISION	Central Michigan University
MEDIA STUDIES	Baltimore Center for Social Research and Action Center for Understanding Media, Inc.

MEDICINE (PREVENTIVE)	Thomas Jefferson University
MICROBIOLOGY	Nova University
MICROBIOLOGY (CLINICAL)	Thomas Jefferson University
NURSING (TEACHING AND ADMINISTRATION)	Governor's State University
OCEAN ENGINEERING	Rhode Island, University of
OCEANOGRAPHY	Nova University (Physical) Rhode Island, University of
OCEANOGRAPHY AND LIMNOLOGY	Wisconsin - Madison, University of
OPTICAL TECHNOLOGY	Arizona, University of
ORGANIZATIONAL DEVELOPMENT AND MANAGEMENT	Antioch - Columbia (H.E.C.)
PATHOLOGY	Thomas Jefferson University
PHARMACOLOGY	Thomas Jefferson University
PHYSICAL ELECTRONICS	Florida Institute of Technology
POLICY AND PLANNING (ANALYSIS)	Rand Graduate Institute
POST-SECONDARY EDUCATION	East Coast University Massachusetts, University of North Dakota, University of Nova University

PROFESSIONAL PSYCHOLOGY	California School of Professional Psychology
PROGRAM AND CURRICULUM DEVELOPMENT	Juarez-Lincoln Bilingual Center (A.G.S.E.)
PSYCHOLOGY	Antioch College/West Antioch - Columbia (H.E.C.) California School of Professional Psychology California State College, Sonoma E. W. Cook School (Antioch) Lone Mountain College Northern Colorado, University of Nova University
PSYCHOLOGY OF BEHAVIORAL CHANGE	Nova University
PSYCHOMETRY	Nova University
PSYCHOTHERAPY	E. W. Cook School (Antioch)
PUBLIC ADMINISTRATION	California State University, Fullerton Central Michigan University Consortium of the California State University and Colleges Northern Colorado, University of Nova University Rand Graduate Institute Rhode Island, University of Southern Illinois University
PUBLIC HEALTH	California, Berkeley, University of (School of Public Health) California, Los Angeles, University of
READING (EDUCATION)	California, Los Angeles, University of Nova University
REHABILITATION (ADMINISTRATION AND COUNSELING)	Southern Illinois University

RESOURCE MANAGEMENT	Wisconsin-Madison, University of
SCHOOL PSYCHOLOGY AND GUIDANCE	Antioch - Columbia (H.E.C.) Nova University
SCIENCE EDUCATION RESEARCH	Nova University
SCIENCE (TEACHING)	Governor's State University
SECONDARY EDUCATION	California, Irvine, University of Juarez-Lincoln Bilingual Center (A.G.S.E.) Philadelphia Center (A.G.S.E.)
SOCIAL AND BEHAVIORAL SCIENCES	Montclair State College
SOCIAL CHANGE	Goddard College/Cambridge - Goddard Graduate Program for Social Change
SOCIAL RESEARCH	Baltimore Center for Social Research and Action
SOCIAL SCIENCE OF LAW ENFORCEMENT	Antioch - Columbia (H.E.C.)
SOCIOLOGICAL STUDIES	Sangamon State University
SPANISH (TEACHING)	California, Irvine, University of
SPECIAL EDUCATION	Juarez-Lincoln Bilingual Center (A.G.S.E.) Nova University Philadelphia Center (A.G.S.E.)
SPECIAL STUDIES	George Washington University

SPEECH PATHOLOGY AND AUDIOLOGY	Arizona, University of California, Santa Barbara, University of
SUPERVISION AND ADMINISTRATION (EDUCATION)	Antioch/New England (A.G.S.E.) George Washington University Juarez-Lincoln Bilingual Center (A.G.S.E.) Nova University Peter Sammartino College of Education (Fairleigh Dickinson U.)
TEACHER COUNSELOR DEVELOPMENT	Philadelphia Center (A.G.S.E.)
TECHNOLOGY	Nova University (Learning Technology) Rochester Institute of Technology
TRAVELING SCHOLAR PROGRAM	Committee on Institutional Cooperation Wisconsin-Madison, University of
URBAN AND REGIONAL PLANNING	Northern Colorado, University of
URBAN ECONOMICS	California, Santa Barbara, University of
URBAN EDUCATION	Philadelphia Center (A.G.S.E.) Washington Center (A.G.S.E.)
URBAN STUDIES	Antioch College/West
VOCATIONAL EDUCATION	California State University, Long Beach
WATER RESOURCES MANAGEMENT	Wisconsin-Madison, University of
WORK/CULTURE/SOCIETY	Sangamon State University